

Human Dignity Africa

Francis Zisu, Emily Bradshaw, & gifty anab

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Francis Zisu

Community Development Network



Emily Bradshaw



gifty anab



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ABOUT THE COURSE

WHO?

COMMUNITY DEVELOPMENT NETWORK

CDN is a non-profit organization with a mission to connect the unconnected to open educational resources. We believe in the power of education to open doors. Individuals are most likely to learn in environments that value human dignity and protect human rights.

WHAT?

TEACH THE UNIVERSAL DECLARATION OF HUMAN RIGHTS AND THE CONVENTION ON THE RIGHTS OF THE CHILD TO THE YOUTH

This teaching is focused on depth rather than breadth and aims to provide a meaningful and relevant understanding of a few key articles developed by the United Nations within the Universal Declaration of Human Rights.

FOSTER CREATIVITY AND COMMUNITY

Learners will use their own personal insights and creativity to share HUMAN AND/OR CHILD RIGHTS with others in their family, class, and community. They are encouraged to problem-solve together about how to treat others with dignity and respect. Each youth can be a community-builder in his or her own way. At the end of this course, learners will complete a project that will be shared with others. This individual or group project could focus on one or many of the RIGHTS learned and can be a piece of art, music, a play, a story, a service project, or something they choose. This is the culminating experience.

WHY?

STRENGTHEN FAMILIES, COMMUNITIES, AND NATIONS

Human rights challenges are increasing worldwide, while respect for human dignity is generally decreasing. Our goal is to strengthen families, communities, and nations through education to foster cultures that respect human rights. Teaching these rights to children and youth is central to a better tomorrow.





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PRINCIPLES

HUMAN DIGNITY LESSONS AND VALUES

HUMAN DIGNITY

Week 1

Human dignity is the belief that all people hold a special value that's tied solely to their humanity. It has nothing to do with their class, race, gender, religion, abilities, or any other factor other than them being human. Respecting the dignity of all human beings serves as the foundation of freedom, justice, and peace in the world. (Preamble to UDHR)

HUMAN RIGHTS

Week 2

Human dignity is the source from which all human rights and freedoms flow. (APHDEE 5). There are nine basic rights that will be addressed in this course: freedom, equality, family, education, religion, safety, work, expression, and service. (UDHR, CRC, APHDEE)

FREEDOM

Week 3

All people have the right to live and to be free. You cannot control all circumstances, but you can make choices to help yourself, your family, and your community. (UDHR 3)

EQUALITY

Week 4

All people, regardless of gender, race, ethnicity, or ability, should be treated with respect and without discrimination. (UDHR 1, UDHR 2)

EXPRESSION

Week 5

You have the right to find out things and share what you think with others. Talking, drawing, writing and dancing are just a few examples of expression. We have the right to express ourselves as long as it does not harm others. (UDHR 19, CRC 13)

EDUCATION

Week 6

All people have the right to attend school and receive an education. It is important to improve our lives and communities through education. By learning new things, we are rich, because we always have something to share. (UDHR 28, CRC 29)

RELIGION

Week 7

We all have the right to our own thoughts, beliefs or religion. We can teach or practice or worship as we wish, and we are free to change our religion or belief. (UDHR 15)

SAFETY

Week 8

All people should be able to live in safe communities without fearing harm for themselves or their families. (UDHR 3)

FAMILY

Week 9

Families are the fundamental building blocks of society. All of us have the right to marry whom we choose and start a family. Family relationships should be defined by love and respect. (CRC Preamble)

WORK

Week 10

All people have the right to work, to choose their work and to work in good conditions. People who do the same work should get the same pay. All people should be able to earn a salary that allows them to live and support a family. Children should be protected from child labor. (UDHR 23, CRC 32)

OUTREACH PROJECT

Week 12+

Teach what you have learned to your friends, family and community.



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FACILITATOR'S MANUAL

Create a happy, safe space for students to share their experiences. Greet students. Start each class with a song, welcome, or other activity.

Through discussion, students discover their own thoughts and feelings about these important principles. The facilitator is a listener and a guide. He or she invites people to share stories or explain more. “Tell me more,” and “what do you think?” are common phrases. Your discussion is a success if students are sharing their stories. Let many students answer each question. Discussion questions follow a specific format called “the F A M A method” to guide students to their own learning.

• PRESENT CODE

Song, story, picture, activity or video to start class discussion

(Make sure everyone can see the code well. Use a projector or have students get the images on their devices)

• FACTS

- What do you see here?
- Identify who, what, where and when.

• ASSOCIATION

- What feelings do you have?
- Connect personal experiences to the code. Share unique stories and perspectives.
- Understand other people’s experiences.

• MEANING

- What principles can we learn from our discussion?
- What is your main take-away?

• ACTION

- What can we do now?

Make goals to strengthen homes and communities.

There are key learning points in each lesson. Make sure they are talked about in the lesson. Briefly discuss them if they weren’t.

Students learn by doing activities. They should be fun and enjoyable for the class. Look at the activity before class, so you know what is needed. If you think a different activity would work better for your group, use it!

Give students time to choose one specific goal they can work on. After they make a goal, let the students each share what they will do to help their families and communities. You may follow up with students at a later time.

Review what you have learned. Ask the students how they could teach today's principle to others. Write down ideas now that they can use later when they plan their community outreach project.

Students need to see the pictures or videos that go with the lessons. You have many options:

- Use the large pictures.
- Show the images with a projector.
- Have the students get the student version on their devices.
- Send pictures to students' devices digitally.

Think about your class. Do you want students using their devices? How can they see best with the size of your class? Decide what is best for your class.

Please review the Outreach Project before beginning the course.

At the end of the course, students will create their own final project to share with others. This individual or group project could focus on one or many of the principles learned. It can be art, music, drama, story, dance, service project, or something else they choose. This is the culminating experience. Every class member should participate. It will be a celebration to honor human rights.

DISCOVER:

Use pictures, videos, songs or activities to discover the human rights.

QUESTIONS YOU MAY ASK

- What do you see?
- Which picture stands out most to you? Why? Ask each class member.
- What might be the stories behind each of these pictures? Have each class member make up a story for a picture.
- You see, they are all the same in some ways and different in some ways. What is special about human beings?
- What does human dignity means to you?
- In what manner should we treat human beings, even if they are different?
- How have you seen people respond when they are not treated with dignity?
- In what way will we treat each other in this class?

Let's make rules.

- How will we make everyone feel welcome and safe?
- How will we make sure everyone gets to speak?
- In what manner will we show respect for others?
- How will class members behave?
- What if someone breaks a rule?
- What if you were going to make rules for everyone in the world?
- Which kind of rules would you make for all humans?
- Everyone should have the right to _____.

Make a list.

- This is the Universal Declaration of Human Rights and the Convention on the Rights of a Child (see appendix).

These are rules that people around the world have agreed to. They are important for all human beings. These rights include freedom, equality, education, etc. When we respect human rights, our communities become stronger.



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https://edtechbooks.org/localized_human_rights/facilitators_manual.

OUTREACH PROJECT

This course teaches about human dignity, our rights and responsibilities. Students are encouraged to share what they learn with their families, class or community.

PURPOSE:

At the end of the course, students will create their own final project to share with others. Each week, you will prepare for this by thinking about how to teach each human right.

STEP 1: LEARN

- Learn about human dignity and your human rights and responsibilities.

STEP 2: DISCUSS

- As a class, discuss the things that you learn each week during the “reflect” section of class. Think about what topic or topics might be most important for your community to learn about.

STEP 3: ASSIGN A PROJECT DIRECTOR

- Ask one class member to be a project director to take notes each week on the class’s reflections. This person will lead the class in planning the final project. They will direct what needs to be done and who will do each task.

STEP 4: DECIDE HOW TO SHARE

- Decide as a class how you want to share. You are only limited by your creativity in how to share your learning. Some ideas include:

- Put on a play.
- Write a song.
- Do a service project.
- Make up a dance.
- Create a work of art or mural.
- Make a movie.
- Record a podcast.
- Teach a lesson to your family.
- Plan a musical or artistic performance for your community.

- You may choose to do one project together as a class, or have several projects done by small groups or individuals.

STEP 5: DECIDE WHEN AND WHERE TO SHARE

- Depending on your project, you may want to invite friends, family, and community members.

- You can decide as a class what makes sense for your project,

REMEMBERING THAT, THE PROJECT SHOULD ILLUSTRATE ONE OR MORE HUMAN RIGHTS.

THIS IS THE HIGHLIGHT OF THE COURSE

The students have worked hard to learn about human rights. Now they get to share what they've learned with others.

SHARE WITH OTHERS:

Facilitators should help students feel proud of their efforts to learn. This outreach project can be something they remember throughout their lives as they share what they learned about the UDHR with others.

- Every class member should participate.
- No matter how you plan to share, it should celebrate their understanding of human rights.

EXAMPLES OF PROJECT

IDEAS FOR YOUR PROJECT

- In one village, the students in a class invited their families and community members to a church for a cultural performance. There were 10 class members. Each class member took one of the human rights and presented a song, story, poem, dance, artwork, or skit to share what was important about that human right. Their performance was like a talent show. The project director introduced each new performance.
- Youth in a larger city decided they wanted to focus on equality. The class members wrote five short skits based on the stories they shared in class each week. Between each skit, a class member spoke for one minute about what he or she had done as a personal goal to treat others with equality. The class members performed the skits at the primary school to teach young children about equality.
- Students in one class really loved the “freedom of religion” lesson. They decided to use their presentation to help their community be more respectful of different religions. They organized a service project to clean up a small church that needed cleaning and fixing. Not only that, but they invited members from many religions to help. Class members shared their thoughts about freedom of religion at the service project.



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TEACHING TIPS

Create a respectful place for students to share their ideas. Help them to act respectfully to others.

LOCALIZE: This teaching format is simple. It is meant to be adapted to your learners. Bring your own art, games, songs, and stories. Adjust the lessons to fit the time. Adjust to fit the language of your group – CLARIFY WHAT YOU MEAN.

TALK ABOUT STUDENT COMMENTS: “Let’s talk more about John’s idea that _____.” This motivates students because they know you are listening.

ASK FOLLOW UP QUESTIONS: Encourage participation by asking, “What else?” or “Tell me more,” or “why did you say...?”

CALL ON PEOPLE: It is better if students volunteer, but if no one answers, say, “This is an important question. I will give you all time to think, and then I will call on someone.”

WAIT TIME: If you ask a question and no one answers, keep waiting. You could also ask again or rephrase the question.

LISTEN: Tie their comments to the “Big Ideas.”

THANK STUDENTS FOR THEIR COMMENTS: Acknowledge their good ideas. Help them feel good about participating.

GET THEM TO SHARE STORIES: “Have you had an experience like that?”

BE WILLING TO SHARE YOURSELF: The instructor is a listener, but if the instructor never participates, the students might follow.

IF SOMEONE SHARES VERY PERSONAL INFORMATION: Thank them for sharing. Direct students to local support resources if they need help. If the discussion shifts to a topic that is covered later, that is fine. When you get to the topic later, skip the question. Let people talk about what is important to them. Be flexible!

MOVE WITH THE DISCUSSION: No matter what the class discusses, make sure to teach the big ideas at some point in the lesson.

STATE THE BIG IDEAS: Ask, What does this activity teach us about? ... “ THE PARTICULAR ARTICLE OF THE UDHR OR CRC THAT YOU ARE TEACHING, SUCH AS RELIGION OR EDUCATION OR HUMAN RIGHTS religion or education or human dignity?” CONNECT GAMES AND ACTIVITIES TO HUMAN RIGHTS.

TEACH VOCABULARY: If students do not know vocabulary words, stop and teach them. Write down the word, if possible. Write down the other words like it. Example: A student did not know the word “DISCRIMINATION.” Thank them for asking a question. Explain that DISCRIMINATION IS (SEE THE MANUAL FOR THE DEFINITION) Write the word on the board. Write down DISCRIMINATION. Write related words like “discriminate” and “discriminatory.” Give examples of discrimination.

TEACH LITERACY: Literacy is so important. Each lesson could be used as a literacy lesson. After the lesson, gather the important words your class talked about to describe the code.

- Write those important words on the board or paper. Focus on beginning letters and vowels.
- Contrast the first letter and vowel with other consonant/vowel combinations.
- Think of more words that start with that same letter.
- Literacy includes thinking critically. The topics and discussion are all part of teaching literacy.



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FREEDOM

PRINCIPLE:

All people have the right to live and to be free. You cannot control all circumstances, but you can make choices to help yourself, your family, and your community.

WELCOME:

Get to know each other's names, sing a song together.

DISCOVER:



QUESTION:

- What do you see?
- How do you feel about what you see?
- How will you feel if you are placed in a similar cage?
- Was there a moment in your life you felt your freedom was taken, and how did you feel?
- What can we learn about the right to freedom from these experiences?

EMPHASIZE:

- You have the right to live and be free and be safe.
- You may not control everything, but you still can make choices in those situations.
- Your choices could limit your freedom.
- Nobody can take away your right to freedom.

ACTIVITY:

Face to face: Place a bottle of drink at the front of the class and elect one member to go and take it. Other class members are to prevent the elected member from getting to the drink.

Zoom game: Show some pictures of freedom activists and let the class guess who they are. Their stories should be shared with the class.

PLAN AND ACT:

Make individual goals on how to apply the principle of freedom.

REFLECT:

How did those goals influence your life? Share with the class.





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EQUALITY

PRINCIPLE:

You are born free and equal to all other persons without discrimination.

WELCOME:

Get to know each class member, sing a song or an activity to promote bonding.

IMAGE



Watch the video below: Equal opportunity; Different starting lines and make connection with picture above about the differences all of them have.

DISCOVER:

QUESTIONS: Make connection

- Explain what is happening?
- How did those who were not sold to feel or were left behind feel?
- Have you experienced such inequality before because of your gender, religion, and educational background?
- How can we treat all people fairly and protect them from discrimination?

EMPHASIZE:

- We are all entitled to the same right regardless of our race, gender, political belief etc.
- All people should be treated with respect.
- Discrimination against groups including women and children is a violation of their rights.

ACTIVITY:

Face to face: Play a charade game.

Zoom: Pictionary.

Activity intructions (charade and pictionary): Invite every class member to write a word or pharse that has to do with equality. Each class member takes a turn acting out a word with no words or sounds. **NOTE:** This could be a team competition.

PLAN AND ACT:

Write down what you would do to treat others kindly and fairly in the coming week.

REFLECT:

How did you feel at the end of the week about your plan and action? Share your experience.



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EXPRESSION

PRINCIPLE:

Every human being has the right to share his opinions with others by talking, acting, writing, dancing, drawing and singing. We all have the right to express ourselves unless it harms other people.

WELCOME ACTIVITY: Begin the class with a song or activity that will help students get to know each other.



DISCOVER:

Point two class members to stand up and ask them what they think about this class. Then do not listen to the first person when he or she is talking, but pay much attention to the second person when he or she is talking.

Continue with the activity and let the rest of the students share what happened to them or what they learned this past week.

QUESTIONS:

- Ask the first person who did not pay attention or listen to when he or she was talking how they felt when he or she was talking
- Ask the second person to also share his or her feelings when you pay much attention to what he or she was saying.
- Let other students also share their feelings about what happened to both two students.
- Ask students to share their experiences they have had in the past concerning the freedom of expression. And why it is important for everyone to have this right.
- How do you feel when no one wants to listen to your opinions, or you don't have the right to expression?
- What are some external forces that keep you from expressing yourself or feeling understood? (Media? Authority figures? Family members? Community?)
- Why is listening important?
- How will the right to expression help change our local communities?

EMPHASIZE:

- Every human being has the right to share his opinions with others by talking, acting, writing, dancing, drawing and singing. We all have the right to express ourselves unless it harms other people.
- Self-expression is an important part of human dignity, no one can make you feel unheard or unable to speak out.
- Expression is an important part of building community and strengthening family.

PLAN AND ACT:

Find a new way to express yourself that you have not used before (write a letter, sing a song, compose a poem, make up a dance, a post on social media, etc.) Try it this week.

REFLECT:

How did you feel at the end of the week about your plan and action? Share your experience.



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EDUCATION

PRINCIPLE:

You have the right to go to school and learn. Everyone has the right to education, which is a fundamental right of every human being.

WELCOME ACTIVITY:

DISCOVER:

SHOW THESE IMAGES TO THE CLASS



QUESTIONS:

- What do you see?
- Why is education so important?
- How can education improve our communities?
- How can education change your life and those around you?
- In what ways can you learn or educate yourself and others?

EMPHASIZE:

- You have a right to get an education.
- Primary education should be free and required.
- Education includes learning in school and outside of school.
- Education will prepare you for life.

ACTIVITY:

Story Of William Kamkwamba

Read this story aloud to the group, or ask someone to read it.

Read the true story of William Kamkwamba

THE BOY WHO HARNESSSED THE WIND

Will Kamkwamba is a young schoolboy who comes from Kasungu, Malawi. His family were farmers who lived in the nearby village of Wimbe. William has a talent for fixing radios for his friends and neighbors. He spends his free time looking through the local junkyard for electronic components that he can use to make or fix things. However, his family struggles against poverty and poor farming conditions. In the dry seasons, there is no way to bring water to the village. Although he is banned from attending school due to his parents' inability to pay his tuition fees, William persuades his science teacher to let him continue attending his class. He gets secret access to the school's library, where he learns about electrical engineering and energy production. At the same time that William is learning all that he can, the family's crops die due to drought. There is no food in the village. People are scared. There are riots and thieving as the people fight desperately against starvation. William's family is robbed of their already meager grain stores. People soon begin abandoning the village, and William's sister runs off to marry his former teacher in order to leave her family "one less mouth to feed". Seeking to save his village from the drought, William devises a plan to build a windmill to power an electric water pump that he had scavenged earlier. William builds a small proof of concept prototype which works successfully, but to build a larger windmill, William requires his father, Trywell, to give permission to dismantle the family bicycle for parts, which is the only bicycle in the village and the family's last major asset. His father believes the exercise futile and destroys the prototype and forces William to toil in the fields. After William's dog dies of starvation and hope seems lost, William's mother, Agnes, intervenes and urges his father to reconsider. William and his father reconcile after William buries his dog. With the

help of his friends and the few remaining members of the village, they build a full-size wind turbine which allows the villagers to bring water to the village, saving the people from starvation.



show the picture of the windmill.

MAKE CONNECTION:

- What happened in this story?
- Have you ever faced a challenge like this before?
- How did the people in the story feel about their challenge?
- The boy saved his village. How can your education and learning help or change your life, friends, family, and community?

PLAN AND ACT:

- What are you going to do to make education more important in your community?
- What are you going to learn to help your family, friends, and community?
- How can your family, friends, and community help you learn?

REFLECT:

How did you feel at the end of the week about your plan and action? Share your experience.



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RELIGION

PRINCIPLE:

We all have the right to our own thoughts or beliefs or religion, and to teach or practice or worship as we wish, or to change our religion or belief if we want to do that.

WELCOME ACTIVITY: Begin the class with a song or activity that will help students get to know each other.

Show this picture to the class and connect it to the video.



DISCOVER:

Watch a video about different religion in different religious belief (Muslims, Christians, Traditionalist etc.)

This film is shared with permission and is not to be used for commercial purposes.

5 children, 5 religions, 5 prayers. The Mercadantes (2015). In this short film, it shows us how five children with different religions pray every day. You see children from around the world, carefully pull on their best clothes and get ready to go

to their houses of worship. They have different religions (Muslim, Jewish, Hindu, Buddhist and Christian), but when they pray, they look quite similar. It's a beautiful piece of art about spiritual reflection.

<https://edtechbooks.org/-PEZz>

QUESTIONS:

- What did you see in the video?
- How did you feel about the other religion?
- What is the different religion in your community?
- How do you intend to relate with them after watching the videos?
- Any experiences to be shared?

EMPHASIZE:

- We all have the right to believe what we want to believe.
- People can express their religion freely through teaching, practice, worship and observance.
- People are free to change their beliefs.
- We can respect other religion while practicing our own.

ACTIVITY:

Face to face and zoom activity: You ask two people from different religious backgrounds to offer a prayer.

PLAN AND ACT:

What will you do this week to show your respect for other religions?

REFLECT:

Share how you felt at the end of the week with your class.





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SAFETY

PRINCIPLE:

You have the right to be free, live, and feel safe.

WELCOME: Get to know class members. Sing a song or any activity to promote bonding.

DISCUSS:



QUESTIONS:

- What do you see?
- How do you think the child feels?
- Can you think of a time when you felt unsafe?
- What can we do to make our communities more safe?

EMPHASIZE:

- Rules are made to keep us safe
- You have the right to be protected from being hurt or mistreated in body or mind.
- All persons should feel safe and loved at home, work, or the community at large.
- Abuse both physically and emotionally harms others.

ACTIVITY:

Face to face: Make a play about how a person is attacked and robbed by burglars at gunpoint / A student being bullied by other students.

Zoom: Watch the video and discuss

(<https://youtu.be/4mrE5zgEvt4>)

QUESTIONS:

- What is happening in the video?
- Have you had an experienced like this before?
- How can we protect ourselves and others?
- What should we do to make our communities safer?

PLAN AND ACT:

Share what you will do during the week to create a healthy and safe atmosphere wherever you find yourself.



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FAMILY

PRINCIPLE:

Family is the basic unit of society. A family is the best place for us to grow, learn and become responsible adults. Families come in all shapes and sizes, they can include neighbors and community.

WELCOME ACTIVITY: Get to know class members. Sing a song or activity.

IMAGE:

Show a picture of families, extended family and also a group of people in a community.





QUESTIONS:

- What do you see in these three pictures?
- How can family help us build a stronger community?
- Why is family so important to our society?

EMPHASIZE:

- A family is the basic unit of society
- Family has the first responsibility to teach human dignity
- A family is important for the growth of each member
- Forced marriage is not acceptable. Young men and women have the right.

ACTIVITY:

Show the human knot picture to the class.



Face to face: HUMAN KNOT GAME

How to play the game:

- Have all of the player stand in a tight circle.
- Instruct everyone to put their right hands in and find another free hand to hold.
- While continuing to hold right hands, have everyone put their left hand in and find another free left hand to hold. At this point, you should have a big “knot”.
- While holding hands, try to “untie” the knot. This will involve stepping over and under other people’s hands.
- The goal is to have everyone untangled and standing in a circle without ever breaking their grip on each other’s hands.

Notes

Sometimes you will end up with two separate circles. This is OK. It just depends how the people grab each other’s hands at the beginning. They should try not to grab the hand of the person right next to them. The idea is to start with a knot

QUESTIONS: Makes connections

- How do you feel about the the pictures and the game been played.
- How do you feel to be part of each of the families?
- How can you help a hurting family member?
- In what ways do we show respect to each family member, even if they don't show you one?

PLAN AND ACT:

Share what you will do this week to support and be there for your family.

REFLECT:

Share what you felt at the end of the week after implementing the plan made in your previous class with the class.



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WORK

PRINCIPLE:

You have the right to work, to choose your work and to work in good conditions. You should be treated fairly for the work that you do. Children should be protected from child labor.

WELCOME ACTIVITY: Get to know class members. Sing a song or activity.

DISCOVER:



Discuss the stories below

RUPINDER'S STORY

My name is Rupinder, and I am 13 years old. My parents work on a coffee plantation. When I was young, I went to school for two years. But when I was 8, my parents told me I

had to stay home and look after my younger sisters and brothers. Then, when I was 10, I started working on the coffee plantation too, during picking seasons. I worked from 6 in the morning till 10 at night. One day, while I was working, I hurt my arm. Now I can't work on the plantation anymore. My parents can't afford to keep me at home if I don't work, so I came to the city. I thought I could find work here. But I cannot read and write, so it is hard. What I really want is to go to school to learn to be an engineer or a builder.

What problem did Rupinder face?

CRISTINA'S STORY

Cristina's family was poor and needed money. Cristina saw a posting on the internet for a well-paying job in another country. She was happy for the opportunity. Unfortunately, when she got there, the good job was really a trap. A "handler" took her passport. Cristina was forced to work 18 hours a day caring for elderly patients in a rest home. She had no holidays or days off, and she was kept in fear of deportation by the people who were profiting from her labor. Luckily, Cristina's situation was reported to police agents by an observant neighbor. Cristina was able to testify against her handler in court. The "handler" received a prison sentence of 5 years. Cristina found a new job and life as a medical billing and coding. (Source: Human Rights Casebook Thumbnails)

What problem did Cristina face?

FRIEDA'S STORY

Frieda lives in the city, and she is very happy that she has a good job working in a big hotel. She works very hard, but still cannot afford many of the things she wishes to have. One afternoon, she saw one of her co-workers, Isaiah, from the hotel with a brand-new cell phone. She wondered how he could afford such an expensive phone, since they both did the same job at the hotel. She discovered that Isaiah made a lot more money per year than she did.

What problem did Freida face?

EMMANUEL'S STORY

Emmanuel had a job working on a construction project that would expand the port in his city. He was happy when he got the job, but soon learned how poorly the company treated their workers. In spite of the high risk nature of the job they were doing, the company gave no money to support workers in the event of serious injury or death. Emanuel was also surprised to learn that the company hadn't been paying his social security allowance, even

though his contract required it. When he complained to his boss, he was threatened to stop complaining or get fired.

What problem did Emmanuel face?

QUESTIONS:

- What problems did Rupinder, Cristina, Frieda, and Emanuel face?
- How were their stories similar? How were they different?
- How did these stories make you feel?
- What is the difference between children working and child labor?
- How does it impact children or your community if children do hard labor or work long hours when they are young?
- Even adults can be treated unfairly by their employers. What are some ways that people might be taken advantage of at work? How can those problems be addressed?

EMPHASIZE:

- You have the right to choose your work and to work in good conditions. (UDHR 23)
- People who do the same work should get the same pay. (UDHR 23)
- You should be able to earn a salary that allows you to live and support your family. (UDHR 23)
- The government should protect children from work that is dangerous to their health or development, interferes with their education or that might lead people to take advantage of them. (CRC 32)

PLAN AND ACT:

- Think about the job you would like to have one day.
- Draw this staircase and words on the board.
- If paper is available, each student could draw their own staircase and fill in the job and steps.
- Write the job at the top of the staircase.
- What steps do you need to take to get that job someday?
- Make a list of what you can do to prepare now

REFLECT:

Share with the class how the steps developed have helped shaped your direction during the week.



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OUTREACH PROJECT

ACTION: Decide which topic or topics you want to focus on for your project.

STEP 2: WHO?

- With whom will you share your project?

ACTION: Make a list of who you would like to share your creation with. Invite them!

STEP 3: WHAT?

- What will you teach about your topic?

ACTION: Write down what you want others to learn about your topic from your project.

STEP 4: HOW?

- How will you teach others?
- Will you all work together or in small groups?
- Will you present a play? Create a work of art? Do a service project?

ACTION: Decide the format you will take for your project.

STEP 5: WHERE AND WHEN?

- When will you present your project? Where?
- How much time do you need to work on it?

ACTION: Create a project timeline of what needs to get done by when and who will do each task.

OUTREACH PROJECT:

It might take an entire class period to create the project plan. Once you have the plan in place, you will spend the rest of the course working on the project. Keep the plan simple enough that it can be accomplished with a reasonable amount of time and effort. Working

as a group can be challenging. Help students compromise when necessary. Make sure that every student is involved. You could consider having small groups work together if the class can't decide on one project together. Find a way to present the groups' projects together. Go to table of contents Human Dignity

EMPHASIZE ON THESE MAIN POINTS:

- We have learned about individual rights, but they only have meaning as we interact with other people.
- Recognizing the dignity of all people around us improves our desire to protect their rights and dignity.
- Sharing what we have learned will improve ourselves, our families and our communities.

BEGIN WORKING ON YOUR PROJECT

- If there is any time left in class after making your project plan, you may begin working on your project.

RECORD YOUR ASSIGNMENT

- Each class member should write down their assignment for the project that they need to complete by the next class meeting.

UNDERSTANDING AND TEACHING THE PRINCIPLE

- What do you hope people learn from your project?
- What can you do to help make the project a success



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APPENDIX

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages. The UDHR is widely recognized as having inspired, and paved the way for, the adoption of more than seventy human rights treaties, applied today on a permanent basis at global and regional levels (all containing references to it in their preambles).

PREAMBLE:

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal

rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of a person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

- Everyone charged with a penal offence has the right to be presumed innocent until proven guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
- No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

- Everyone has the right to freedom of movement and residence within the borders of each state.
- Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

- Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

- Everyone has the right to a nationality.
- No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

- Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- Marriage shall be entered into only with the free and full consent of the intending spouses.
- The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

- Everyone has the right to own property alone as well as in association with others.
- No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

- Everyone has the right to freedom of peaceful assembly and association.
- No one may be compelled to belong to an association.

Article 21

- Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- Everyone has the right of equal access to public service in his country.
- The will of the people shall be the basis of the authority of government; this will be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

- Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
- Everyone, without any discrimination, has the right to equal pay for equal work.
- Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitations of working hours and periodic holidays with pay.

Article 25

- Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

- Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

- Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

- Everyone has duties to the community in which alone the free and full development of his personality is possible.
- In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein





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